

indifferent to farm work, tagged around at his heels and begged to help him. My girl trailed after us with her botany. I stood speechless one day when she told me what Ruskin said about the clouds. Her fingers were in a book that had the hired man's name on the fly-leaf. I looked through it and showed it to my wife. She said if such culture was agriculture she was glad her daughter was finding it out.

"That summer we began war on insects pests by studying entomology. My children went wild with enthusiasm, collecting specimens under the hired man's directions. Because he was watching for a certain moth, Will refused to go with some other boys to the circus, though the year before he came near running away to join a circus company. In his threat to do so he had quoted the frequent utterance of a neighbor, 'A farmer's life is a dog's life.' The life of my educated hired man, by its very contrast with a dog's life had saved my boy.

Before summer was over our children knew the birds, their ways and haunts, from the bobolink to the owl. By October they had set themselves to protect quails and partridges. Agricultural science had taught them that most birds are farmers' friends.

"In the second year of our farm education the children gave breathless descriptions of wild flowers, ferns and lovely dogwood white with blossoms. They were amazed at the beauty of forest tree flowers. 'Father, did you know that the trees in the woods have flowers? Why did you never tell us? See the lovely red and green satin of the hickory buds, ever so much prettier than tulips.'

"I was ashamed to confess I had trees, how they grow. My girl had become a lover of trees. She made me promise not to destroy her fairyland, the wood-lot, by felling the maples, as I had intended.

"The chemistry of foods improved our diet and lessened the work of the kitchen. In connection with some advice from the family physician, I substituted the glass of milk for the mug of cider.

"I had tried to forecast the weather by the barometer, but concluded that the instrument was too mercurial to be reliable. But Mr. Smith seemed to understand its changes sufficiently the difference between educated and uneducated eyes.

"No new buildings were put up, but under Mr. Smith's directions I fixed over our barns and sheds until dryness, ventilation and convenience for cleaning were as good as in costly structures. One result of these improvements was that my boy easily and willingly did the work about stables and poultry yards, which he formerly shirked. In harvest time when work was pushing my wife and daughter took pleasure in doing chores, which had been impossible under old conditions.

"My farm was saved; that was much. My boy was saved; that was more. The farm had become more attractive than the circus or the city. After Mr. Smith went away the boy worked on the farm and with his books to prepare for a course in the agricultural college, from which he graduated three years later."

Does not Mr. Sherman's remarkable experience suggest the solution of that vexed problem, How to keep

the boy on the farm? I think it does. Long live the farm college! May it receive the support which its importance merits.

The last number of the Progressive Farmer is devoted to educational articles. Though very good we cannot spare space for all, but copy two that seem suited to the needs of our readers:

Why Should a Young Man go to College?

President Venable of the University of North Carolina gives six reasons in reply.

Messrs. Editors: Not every boy is fit to go to college. There is a great selective process which goes on every year. Hundreds of thousands go to the primary schools. Thousands of these prove worthy to go to the secondary schools, and out of these a few hundred push on through the college course. This means that the very pick of our youth, the most perfect flower of our civilization receive the college training and become the leaders of the people. This is true even though some by reason of native ability painfully acquire their education outside the college and take their place among the leaders.

There are three essentials for a college education: Preparation, Persistence and Pluck. No one having these need despair because of lack of money or for any other reason. And of the three, the most essential are the last two. The poorly prepared boy can make up his deficiency, but the best prepared in the world will not succeed unless he have courage and the power to stick at his task.

Granted that a young man has these three requisites, the question is not why should he go to college, but what possible influence should be permitted to prevent his going forward, securing the best available training and taking his place among the trained workers and leaders of the world.

Still some might debate the question, partly because all college men do not succeed and, secondly, many succeed who do not go to college. Two things must be borne in mind. A college education cannot make a wise man out of a fool—it can only make him a more conspicuous fool. Education is only one of the elements of success. There are others equally essential. Again, a kind of education can be secured outside of the college but at greatly increased cost of time and labor, and the result is far less satisfactory.

There is something in a college education well worth the striving for. It does not consist merely in the gathering of information or the filling up of the mind with facts. It makes the horizon wider and the life fuller. It gives an entrance into our just heritage of the wisdom of all the ages. It disciplines the mind so that perception is quickened, understanding is strengthened and the mental powers are brought under the same sort of control as the bodily powers. Its highest aim is self-mastery. Further it gives the great element of success which comes from mixing with and controlling men. To have these things constitutes that knowledge which is power; to miss them is to lose all that is highest in life.

It is not difficult to give reasons

why, if possible, one should get this great gain in his life.

First, it increases many fold the possible joy and glory of living.

Second, it makes the full perfect man. One may be a fine specimen of physical manhood but if his mind is only partially trained his true manhood is to that extent stunted and dwarfed.

Third, it greatly increases the possibilities of usefulness to community, country and to God. The fullest development of the individual means the greatest progress of the race.

Fourth, it multiplies the chances of success in life. This is an age of sharp competition. It is also an age of educated men. All possible training is being seized upon to give one a better chance. The untrained man will find it increasingly difficult to make his way. There is no doubt about it that the bright, well-trained college graduate has several hundred times a better chance than the boy who depends upon a little simple elementary schooling.

Fifth, it increases the earning capacity and this means increased wealth not only for the individual, which would be unworthily selfish, but for the State and the nation.

Lastly, every strong and healthy youth of eighteen or twenty has before him some forty or more years of life which he must live as best he may. He has the power to make or mar that life. Will he deliberately turn down his chances and starve those years through which he must live, condemning himself to the lot of the unskilled and untrained? Or will he by unceasing effort secure the necessary training and rise to a worthy place among those whose labors are a blessing to humanity,

The other article from, the Progressive Farmer, gives a review of the school system of South Carolina. There are hints in it which should be valuable to those who wish to see our schools improved.

Educational Progress in South Carolina.

State Superintendent O. B. Martin sends an inspiring message to Progressive Farmer readers—prosperity is based on intelligence.

Messrs. Editors: Not long since I heard a very prominent officer in the Cotton Association make an argument to prove that it is necessary for farmers to get together in order to control the price of cotton. Addresses had been delivered on the importance of good roads and better schools. This officer said that the farmers must organize and control the price of cotton before they could get money for roads and schools. It struck me that he had the cart before the horse. Of course farmers should organize for the sake of mutual help and protection, but it is fallacious and pernicious to urge money-making as an antecedent to training, education and skill. Some people urge education and culture as accompaniments of prosperity; others urge trained efficiency and educated skill as conditions precedent to prosperity.

Prosperity Depends Upon Education.

The Puritans provided for schools when they first landed on the barren rock of Plymouth amid the rigors of a severe climate, and when they were in poverty they resolved

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to provide schools even at great sacrifice. Succeeding generations have called them blessed because of this wisdom.

Southern people in the past have not fully appreciated the necessity of universal education. They are coming more and more to realize that rather than that education should be a mere "accessory after the fact" of prosperity. Just in proportion as this idea becomes generally prevalent, just in that degree will the South measure up to its possibilities.

Ignorance Cannot Retain Wealth.

Let us suppose that a vast wave of money-making and prosperity should sweep over the cotton-producing States and that all of our people, both intelligent and ignorant, should suddenly become the possessors of an abundance of filthy lucre. Would it profit them, Not much. The money would soon pass into committees of trained intelligence and skill. It is easy to impress upon the ignorant. How well do some of us remember that agents have gone over the country and sold \$10 clocks for \$35, \$25 stoves for \$65, \$20 sewing machines for \$75, \$10 charts for \$40, and numerous other patents, devices and schemes, which have been disposed of at outrageous prices because the agents know and the purchasers are ignorant.

The same condition of affairs exists in regard to cotton and its sale. An ignorant man is at a great disadvantage. Thousands and thousands of dollars leave our farmers every year and go into the hands of gamblers, brokers and bucket shops. The average ignorant man stands about as much chance with a shrewd New York broker as he did with the old Louisiana State Lottery. In both cases we are reminded that a certain man and his money are soon parted.

The South's Need.

The foregoing is a mere preface to the statement that we need to build better and larger schools throughout the country districts of the South. We are beginning to wake up. We have never been thoroughly aroused

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